

# **2015-2016 Campus Improvement Plan**

## **Mexia Junior High School**

School Name

## **Mexia Independent School District**

District Name

## **Mission Statement**

### **Mexia Independent School District's Mission Statement**

Educating all students in an enriched environment where high expectations result in excellence.

Mexia ISD Vision Statement : To create a premier district.

Mexia ISD Goals:

#### **Goal 1.0 Student Achievement**

MISD will ensure staff continuously understands and utilizes data to implement rigorous academic programs and instructional practices to motivate, engage and prepare all students for graduation and post-secondary success.

#### **Goal 2.0 College and Career Readiness**

MISD will explore options to expand High School dual credit and HB5 Pathways with emphasis beginning with PreK at McBay so all students will have the opportunity to an enriched environment that supports their personal goals and interests.

#### **Goal 3.0 Finance**

MISD will preserve the financial integrity of the district by implementing processes designed to maintain efficient and effective fiscal management, while protecting an appropriate fund balance.

#### **Goal 4.0 Public Relations/Parental Involvement**

MISD will maintain effective internal and external communication by utilizing tools designed to actively engage and seek input from employees, parents, students and the community in the education process, business affairs and district-wide activities.

#### **Goal 5.0 Character Education and Safety**

MISD Board of Trustees, Superintendent and all Leaders will model civic and social leadership, the principles of character and will provide resources to promote and instill character education in a safe, friendly and orderly environment.

#### **Goal 6.0 Climate**

MISD will build a sense of belonging and trust that is conducive to leading, teaching, learning and supporting.

#### **Goal 7.0 Facilities**

MISD will continue meeting with Facilities Committee to determine a concise plan of action to upgrade and/or repair district facilities which ensures an environment focused on safety, security, health and well-being of all.

#### Goal 8.0 Staff

MISD will ensure processes designed to attract, recruit, retain, hold accountable and evaluate highly qualified and certified personnel to achieve our vision, mission and beliefs.

#### Goal 9.0 District Operations

MISD will require and monitor development of goals for all department operations and ensure effective, efficient and accountable implementation.

### **Mexia Junior High School's Mission Statement**

As a campus our goal is to produce excellence in all areas of a student's life:

- To provide all students with the opportunity to reach their maximum potential by offering a rigorous and relevant curriculum.
- To demonstrate effective, innovative educational techniques and technologies.
- To model cooperative, effective interactions for all student populations within a rich, safe, culturally diverse, and nurturing school environment.
- To achieve state recognition at the highest level.

## **Mexia Junior High School Campus Improvement Plan**

### **2015-2016 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Mexia Junior High School conducted a comprehensive needs assessment for the 2015-2016 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

#### **Campus Demographics**

The staff at Mexia Junior High School include 30 teachers, 6 paraprofessionals, and 2 administrators. The student population is 25% White, 26% African American, 44% Hispanic, 1% Asian, and 0% Native American. Additionally, the campus serves 81.8% economically disadvantaged students, 10% special education students, and 11.3% Limited English Proficient students. Attendance rates include 26% African American, 44% Hispanic, 25% White, and 81.8% economically disadvantaged. The most current data indicate the campus has a 10.8% mobility rate.

The following data were reviewed in relation to campus demographics:

PEIMS Data

Attendance

Accountability Summary

Upon review of these data, several findings were noted. These findings include:

Attendance is consistently around the state average.

Economically disadvantage percentage is increasing slightly each year.

ELL population is continuing to grow.

Percentage of student demographics groups has continued the shift and whites are the smallest population.

Areas of need include:

Parental and Community Involvement

Student Engagement

Improvement in Student Academic Performance

#### **Student Achievement**

The following data were reviewed in relation to Student achievement:

TAPR

STAAR Test Scores  
Accountability Summary

Upon review of these data, several findings were noted. These findings include:  
Achievement gap is still present between the different demographic groups, but the gap is closing.  
Focus is needed on our economically disadvantaged students.  
Focus is needed on our at-risk students.  
Focus is needed on our ELL population.

Areas of need include:  
Close the performance gap between the demographic groups  
TEKS-based instruction in all core areas  
High yield research based instructional practices

**School Culture, Climate, and Organization**

The following data were reviewed in relation to School Culture, Climate, and Organization:  
Discipline referrals  
Learning Keys Data Walks  
Student handbook

Upon review of these data, several findings were noted. These findings include:  
Lack of understanding of campus procedures  
Campus procedures being followed inconsistently

Areas of need include:  
Adjustment of campus procedures/expectations  
Review of campus procedures with staff and students  
Consistent implementation of procedures from teacher to teacher

**Staff Quality, Recruitment, and Retention**

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:  
Staff Certifications

Upon review of these data, several findings were noted. These findings include:  
1 teacher does not meet Highly Qualified Status

Areas of need include:  
Scheduling and passing of certification test

### **Family and Community Involvement**

The following data were reviewed in relation to Family and Community Involvement:  
Reviewed parent and community involvement activities

Upon review of these data, several findings were noted. These findings include:  
Few opportunities for parents to be meaningfully involved  
Few parent and community activities are conducted with the exception of sporting events

Areas of need include:  
Positive communication from administrators/teachers  
Translator at informative parent meetings  
Meaningful ways for parents to be involved

**Mexia Junior High School  
Areas to Celebrate**

| STP      | Area                     | Indicator       | Description of Activity | Evidence of Success |
|----------|--------------------------|-----------------|-------------------------|---------------------|
| Students | Subjects                 | Reading/ELA     |                         |                     |
|          |                          | Social Studies  |                         |                     |
|          | Subgroups                | All             |                         |                     |
|          | Social/<br>Emotional     | Discipline      |                         |                     |
|          |                          | Extracurricular |                         |                     |
| Teachers | Professional Development |                 |                         |                     |
|          | New Staff                |                 |                         |                     |
|          | Retention                |                 |                         |                     |
|          | Qualifications           |                 |                         |                     |
| Parents  | Participation            |                 |                         |                     |
|          | Communication            |                 |                         |                     |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Campus Culture

**District Priority:**

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Teachers   |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Parents    |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |



## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Student Safety

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Teachers   |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Parents    |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Attendance

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Teachers   |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Parents    |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: College and Career Readiness

**District Priority:**

Help students plan for life beyond graduation (1B-7)

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Teachers   |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Parents    |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Science

| Science STAAR Results |       |        |                                   |        |               |                     |        |               |
|-----------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                 | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                       |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |
| 8                     | All   | 112    | 56                                | 50     |               | 9                   | 8      |               |
| 8                     | HI    | 46     | 20                                | 43     |               | 3                   | 7      |               |
| 8                     | AA    | 34     | 17                                | 50     |               | 3                   | 9      |               |
| 8                     | WH    | 27     | 16                                | 59     |               | 2                   | 7      |               |
| 8                     | SED   | 91     | 44                                | 48     |               | 5                   |        |               |
| 8                     | SPED  | 6      | 0                                 | 0      |               | 0                   |        |               |
| 8                     | LEPC  | 9      | 0                                 | 0      |               | 0                   |        |               |

| Biology STAAR Results |       |        |                                   |        |               |                     |        |               |
|-----------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                 | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                       |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |

**District Priority:** Ensure that students’ competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Teachers   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

# 2015-2016 Campus Improvement Plan for Mexia Junior High School

## Area of Focus: Mathematics

| Mathematics STAAR Results |       |        |                                   |        |               |                     |        |               |
|---------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                     | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                           |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |
| 6                         | All   | 132    | 85                                | 64     |               | 3                   | 2      |               |
| 6                         | HI    | 65     | 43                                | 66     |               | 1                   | 2      |               |
| 6                         | AA    | 38     | 21                                | 55     |               | 0                   | 0      |               |
| 6                         | WH    | 26     | 19                                | 73     |               | 1                   | 4      |               |
| 6                         | SED   | 111    | 70                                | 63     |               | 0                   | 0      |               |
| 6                         | SPED  | 9      | 2                                 | 22     |               | 0                   | 0      |               |
| 6                         | LEPC  | 22     | 13                                | 59     |               | 0                   | 0      |               |
| 7                         | All   | 128    | 71                                | 55     |               | 7                   | 5      |               |
| 7                         | HI    | 52     | 33                                | 63     |               | 5                   | 10     |               |
| 7                         | AA    | 33     | 15                                | 45     |               | 1                   | 3      |               |
| 7                         | WH    | 38     | 19                                | 50     |               | 1                   | 3      |               |
| 7                         | >2    | 5      | 4                                 | 80     |               | 0                   | 0      |               |
| 7                         | SED   | 106    | 55                                | 52     |               | 6                   | 6      |               |
| 7                         | SPED  | 6      | 1                                 | 17     |               | 0                   | 0      |               |
| 7                         | LEPC  | 13     | 6                                 | 46     |               | 0                   | 0      |               |
| 8                         | All   | 112    | 81                                | 72     |               | 5                   | 4      |               |
| 8                         | HI    | 46     | 33                                | 72     |               | 1                   | 2      |               |
| 8                         | AA    | 34     | 23                                | 68     |               | 1                   | 3      |               |
| 8                         | WH    | 27     | 21                                | 78     |               | 2                   | 7      |               |
| 8                         | SED   | 92     | 64                                | 70     |               | 1                   | 1      |               |
| 8                         | SPED  | 6      | 0                                 | 0      |               | 0                   | 0      |               |
| 8                         | LEPC  | 9      | 4                                 | 44     |               | 0                   | 0      |               |

| Algebra I STAAR Results |       |        |                                   |        |               |                     |        |               |
|-------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                   | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                         |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |

**District Priority:**

Ensure that students’ competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Teachers   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |



## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Reading/English Language Arts

| Reading/English Language Arts STAAR Results |       |        |                                   |        |               |                     |        |               |
|---------------------------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                                       | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                                             |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |
| 6                                           | All   | 132    | 89                                | 67     |               | 12                  | 9      |               |
| 6                                           | HI    | 65     | 39                                | 60     |               | 2                   | 3      |               |
| 6                                           | AA    | 38     | 27                                | 71     |               | 3                   | 8      |               |
| 6                                           | WH    | 26     | 21                                | 81     |               | 6                   | 23     |               |
| 6                                           | SED   | 111    | 73                                | 66     |               | 8                   | 7      |               |
| 6                                           | SPED  | 9      | 4                                 | 44     |               | 0                   | 0      |               |
| 6                                           | LEPC  | 22     | 8                                 | 36     |               | 0                   | 0      |               |
| 7                                           | All   | 128    | 86                                | 67     |               | 9                   | 7      |               |
| 7                                           | HI    | 52     | 35                                | 67     |               | 7                   | 13     |               |
| 7                                           | AA    | 33     | 22                                | 67     |               | 1                   | 3      |               |
| 7                                           | WH    | 38     | 25                                | 66     |               | 1                   | 3      |               |
| 7                                           | >2    | 5      | 4                                 | 80     |               | 0                   | 0      |               |
| 7                                           | SED   | 106    | 67                                | 63     |               | 5                   | 5      |               |
| 7                                           | SPED  | 6      | 2                                 | 33     |               | 0                   | 0      |               |
| 7                                           | LEPC  | 13     | 5                                 | 38     |               | 0                   | 0      |               |
| 8                                           | All   | 114    | 85                                | 75     |               | 16                  | 14     |               |
| 8                                           | HI    | 48     | 36                                | 75     |               | 7                   | 15     |               |
| 8                                           | AA    | 34     | 22                                | 65     |               | 6                   | 18     |               |
| 8                                           | WH    | 27     | 23                                | 85     |               | 2                   | 7      |               |
| 8                                           | SED   | 94     | 67                                | 71     |               | 12                  | 13     |               |
| 8                                           | SPED  | 6      | 1                                 | 17     |               | 0                   | 0      |               |
| 8                                           | LEPC  | 10     | 4                                 | 40     |               | 0                   | 0      |               |

| English I Reading STAAR Results |       |        |                                   |        |               |                     |        |               |
|---------------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                           | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                                 |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |

| English II Reading STAAR Results |       |        |                                   |        |               |                     |        |               |
|----------------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                            | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                                  |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |

**District Priority:** Ensure that students’ competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Teachers   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Writing

| Writing STAAR Results |       |        |                                   |        |               |                     |        |               |
|-----------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                 | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                       |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |
| 7                     | All   | 128    | 68                                | 53     |               | 2                   | 2      |               |
| 7                     | HI    | 52     | 30                                | 58     |               | 2                   | 4      |               |
| 7                     | AA    | 33     | 18                                | 55     |               | 0                   | 0      |               |
| 7                     | WH    | 38     | 18                                | 47     |               | 0                   | 0      |               |
| 7                     | >2    | 5      | 2                                 | 40     |               | 0                   | 0      |               |
| 7                     | SED   | 106    | 53                                | 50     |               | 1                   | 1      |               |
| 7                     | SPED  | 6      | 0                                 | 0      |               | 0                   | 0      |               |
| 7                     | LEPC  | 13     | 4                                 | 31     |               | 0                   | 0      |               |

| English I Writing STAAR Results |       |        |                                   |        |               |                     |        |               |
|---------------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                           | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                                 |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |
|                                 |       |        |                                   |        |               |                     |        |               |
|                                 |       |        |                                   |        |               |                     |        |               |
|                                 |       |        |                                   |        |               |                     |        |               |
|                                 |       |        |                                   |        |               |                     |        |               |
|                                 |       |        |                                   |        |               |                     |        |               |
|                                 |       |        |                                   |        |               |                     |        |               |
|                                 |       |        |                                   |        |               |                     |        |               |

| English II Writing STAAR Results |       |        |                                   |        |               |                     |        |               |
|----------------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                            | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                                  |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |
|                                  |       |        |                                   |        |               |                     |        |               |
|                                  |       |        |                                   |        |               |                     |        |               |
|                                  |       |        |                                   |        |               |                     |        |               |
|                                  |       |        |                                   |        |               |                     |        |               |
|                                  |       |        |                                   |        |               |                     |        |               |
|                                  |       |        |                                   |        |               |                     |        |               |

**District Priority:** Ensure that students’ competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Teachers   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Social Studies

| Social Studies STAAR Results |       |        |                                   |        |               |                     |        |               |
|------------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                        | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                              |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |
| 8                            | All   | 112    | 47                                | 42     |               | 6                   | 5      |               |
| 8                            | HI    | 46     | 17                                | 37     |               | 1                   | 2      |               |
| 8                            | AA    | 34     | 14                                | 41     |               | 2                   | 6      |               |
| 8                            | WH    | 27     | 14                                | 52     |               | 2                   | 7      |               |
| 8                            | SED   | 91     | 35                                | 38     |               | 5                   | 5      |               |
| 8                            | SPED  | 6      | 0                                 | 0      |               | 0                   | 0      |               |
| 8                            | LEPC  | 9      | 0                                 | 0      |               | 0                   | 0      |               |

| US History STAAR Results |       |        |                                   |        |               |                     |        |               |
|--------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                    | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                          |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |

| World History STAAR Results |       |        |                                   |        |               |                     |        |               |
|-----------------------------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| Grade                       | Group | Tested | Level II: Satisfactory Phase-in 1 |        |               | Level III: Advanced |        |               |
|                             |       |        | 2015 #                            | 2015 % | 2016 Target % | 2015 #              | 2015 % | 2016 Target % |

**District Priority:** Ensure that students’ competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Teachers   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Parent/Community Involvement

**District Priority:**

Parents and community will be full partners with educators of their children.

**Campus Performance Objective:**

Meet with all parents concerning student performance and behavior.

Provide parents and community more meaningful opportunities to be involved.

Create a partnership between the school and community.

**Formative Evaluation:**

Increased Academic Performance and Student Attendance

| Students                                                           |       |                          |                                                   |            |                                                             |                                              |
|--------------------------------------------------------------------|-------|--------------------------|---------------------------------------------------|------------|-------------------------------------------------------------|----------------------------------------------|
| Strategies                                                         | Codes | Target Group             | Person(s) Responsible                             | Title I SW | Resources                                                   | Timeline                                     |
| 1 Provide incentive for parents and students to attend Open House. |       | Students<br>Parents      | Principal<br>Counselor<br>Teachers                |            | Flyers<br>District/School website                           | August 2015                                  |
| 2 Fifth Grade Orientation                                          |       | 5th Grade Students       | Counselor<br>Principal                            |            | Flyers<br>District/School website<br>Facebook Page          | May 2015                                     |
| 3 Breakfast with Dads/Moms.                                        |       | All Students             | Principal<br>Assistant Principal<br>Counselor     |            | Activity Funds<br>District/School website<br>Facebook Page  | October 2015- June 2016<br>(Every Six Weeks) |
| 4 GT Parent Night                                                  |       | Identified Students      | Counselor<br>Administrators                       |            | Flyers<br>District/School website                           | September 2015                               |
| 5 Band Concert                                                     |       | All Students and Parents | Band Director<br>Teachers<br>Principal            |            | Flyers<br>District Facebook Page<br>District/School website | Winter 2015<br>Spring 2016                   |
| 6 Provide Student Incentive for Dads on Duty                       |       | All Students             | Principal<br>Assistant Principal<br>All MJH Staff |            | Flyers<br>District/School website                           | September 2015- June 2016                    |
| 7 Family Night                                                     |       | All Students             | Principal                                         |            | Activity Funds<br>District/School website                   | Fall 2015<br>Spring 2016                     |



| Students                                    |       |                     |                                                                       |            |                         |                           |
|---------------------------------------------|-------|---------------------|-----------------------------------------------------------------------|------------|-------------------------|---------------------------|
| Strategies                                  | Codes | Target Group        | Person(s) Responsible                                                 | Title I SW | Resources               | Timeline                  |
| 8 Athletics' Parent Night                   |       | Students<br>Parents | Principal<br>Athletic Director<br>Junior High Athletic<br>Coordinator |            | District/Campus website | October 2015              |
| 9 Utilize Parent's to chaperone field trips |       | Students<br>Parents | Principal<br>Assistant Principal<br>Counselor<br>Teachers             |            | District/School website | September 2015- June 2016 |

| Teachers                                                                                                              |       |                                  |                                                           |            |                                                     |                                  |
|-----------------------------------------------------------------------------------------------------------------------|-------|----------------------------------|-----------------------------------------------------------|------------|-----------------------------------------------------|----------------------------------|
| Strategies                                                                                                            | Codes | Target Group                     | Person(s) Responsible                                     | Title I SW | Resources                                           | Timeline                         |
| 1 Parent-Teacher Conferences                                                                                          |       | Students                         | Teachers<br>Administrators                                |            | Flyers                                              | August 2015 - June 2016          |
| 2 Implement effective publicity for MJH                                                                               |       | Parents<br>Students<br>Community | Principal<br>MJH Staff                                    |            | District/School Website<br>Facebook Page<br>Marquee | August 2015 - June 2016          |
| 3 Build relationships with parents and students through phone calls, letters, and emails during first week of school. |       | Student<br>Parents               | Teachers                                                  |            | None                                                | August 2015                      |
| 4 Maintain relationships with parents and students through phone calls, letters and emails throughout the year        |       | Students<br>Parents              | Principal<br>Assistant Principal<br>Counselor<br>Teachers |            | None                                                | August 2015 - June 2016          |
| 5 Positive referral system                                                                                            |       | Students<br>Parents              | Principal<br>Assistant Principal<br>Teachers              |            | None                                                | August 2015-June 2016<br>(Daily) |

| Parents                                                            |       |                     |                                               |            |            |             |
|--------------------------------------------------------------------|-------|---------------------|-----------------------------------------------|------------|------------|-------------|
| Strategies                                                         | Codes | Target Group        | Person(s) Responsible                         | Title I SW | Resources  | Timeline    |
| 1 Utilize community and parent volunteers to help with Open House. |       | Parents<br>Students | Principal<br>Assistant Principal<br>Counselor |            | Volunteers | August 2015 |

| Parents                                                                                                                                                                                   |       |                          |                                                                |            |                                                            |                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------|----------------------------------------------------------------|------------|------------------------------------------------------------|-----------------------------------------------|
| Strategies                                                                                                                                                                                | Codes | Target Group             | Person(s) Responsible                                          | Title I SW | Resources                                                  | Timeline                                      |
|                                                                                                                                                                                           |       |                          | Teachers                                                       |            |                                                            |                                               |
| 2 Explore other opportunities to bring parents and community members into our school, eg. extracurricular activities, field trips, duty stations, reading assistance, community meetings. |       | Parents                  | Principal<br>Assistant Principal<br>SBDM Committee<br>Teachers |            | District/School website<br>Facebook Page                   | August 2015-June 2016                         |
| 3 Family Night                                                                                                                                                                            |       | Parents<br>Students      | Principal<br>Assistant Principal<br>Counselor<br>Teachers      |            | Activity Funds                                             | Fall 2015                                     |
| 4 Band Concert                                                                                                                                                                            |       | Students<br>Parents      | Band Director<br>Teachers<br>Administrators                    |            | District/School website<br>District Facebook Page          | Winter 2015<br>Spring 2016                    |
| 5 Parent Newsletter                                                                                                                                                                       |       | Parents                  |                                                                |            | District/school website                                    | September 2015 - June 2016<br>(Monthly)       |
| 6 Provide Translator at Informational meetings                                                                                                                                            |       | Spanish Speaking Parents | Administrator                                                  |            | Local Funds                                                | As needed<br>September 2015-June 2016         |
| 7 Continue online grade posting through Skyward Access                                                                                                                                    |       | Parents                  | Teachers                                                       |            | None                                                       | August 2015-June 2016                         |
| 8 Remind                                                                                                                                                                                  |       | Parents                  | Teachers                                                       |            | None                                                       | August 2015-June 2016                         |
| 9 Breakfast with Dads/Moms                                                                                                                                                                |       | Parents                  | Principal<br>Assistant Principal<br>Counselor                  |            | Activity Funds<br>District/School website<br>Facebook Page | October 2015 - June 2016<br>(Every Six Weeks) |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Student Achievement

**District Priority:** A well-balanced and appropriate curriculum will be provided to all students to encourage and challenge them to meet their full educational potential

**Campus Performance Objective:** Place a stronger emphasis on curriculum (TEKS).  
Eliminate gaps in students learning.  
Improve STAAR scores in tested areas.  
Place a stronger emphasis on differentiation.

**Formative Evaluation:** Six Weeks Common Assessments  
RTI committee data  
STAR Data  
Spring 2016 STAAR results

| Students                                                                        |       |                                      |                                                                       |            |                         |                                     |
|---------------------------------------------------------------------------------|-------|--------------------------------------|-----------------------------------------------------------------------|------------|-------------------------|-------------------------------------|
| Strategies                                                                      | Codes | Target Group                         | Person(s) Responsible                                                 | Title I SW | Resources               | Timeline                            |
| 1 RTI during enrichment period                                                  |       | All Students                         | Principal<br>Assistant Principal<br>Counselor<br>Grade Level Teachers |            | General Fund            | August 2015-June 2016<br>(Daily)    |
| 2 Accelerated Reader                                                            |       | All Students                         | Principal<br>Assistant Principal<br>Teachers                          |            | General/Activity Funds  | September 2015-June 2016<br>(Daily) |
| 3 Include strategies for differentiation on weekly lesson plans                 |       | All Students                         | Teachers                                                              |            | None                    | August 2015- June 2016<br>(Weekly)  |
| 4 Literacy Library                                                              |       | All students                         | Reading and ELA Teachers                                              |            | District Budget         | September 2015 - June 2016          |
| 5 Read 180 and System 44                                                        |       | Identified students                  | Read 180 Teacher                                                      |            | District Budget         | August 2015 - June 2016<br>(Daily)  |
| 6 Inclusion staff monitor included minutes for special education students daily |       | Special Education/inclusion students | Principal<br>Inclusion teachers and paraprofessional                  |            | Federal and Local funds | August 2015-June 2016<br>(Daily)    |

| Students                                              |       |                     |                                                                   |            |                                          |                                     |
|-------------------------------------------------------|-------|---------------------|-------------------------------------------------------------------|------------|------------------------------------------|-------------------------------------|
| Strategies                                            | Codes | Target Group        | Person(s) Responsible                                             | Title I SW | Resources                                | Timeline                            |
| 7 After School Tutorials                              |       | All Students        | Principal<br>Counselor<br>Teachers                                |            | Transportation<br>General Fund           | September 2015 - June 2016          |
| 8 Successful Reader                                   |       | All Students        | Principal<br>Counselor<br>Teachers                                |            | District Budget                          | August 2015- June 2016<br>(Daily)   |
| 9 Book Club                                           |       | All Students        | Principal<br>Teachers<br>Librarian                                |            | District/school website<br>Facebook Page | October 2015- June 2016<br>(Weekly) |
| 10 Challenge word of the day                          |       | All Students        | Principal<br>Assistant Principal<br>Teachers<br>Paraprofessionals |            | Budgeted Supplies                        | August 2015- June 2016<br>(Daily)   |
| 11 Zeroes Aren't Permitted                            |       | Identified Students | Principal<br>Assistant Principal<br>Teachers                      |            | General Funds                            | September 2015- June 2016           |
| 12 Spelling Bee                                       |       | All Students        | Principal<br>Assistant Principal<br>Teachers                      |            | General/Activity Funds                   | February 2016                       |
| 13 Question of the day                                |       | All Students        | Principal<br>Assistant Principal<br>Counselor<br>Teachers         |            | Budgeted Supplies                        | September 2015- June 2016           |
| 14 AR Celebration for students reaching their AR goal |       | Identified Students | Principal<br>Teachers                                             |            | Activity Accounts                        | September 2015 - June 2016          |

| Teachers                                                         |       |              |                                               |            |                 |                            |
|------------------------------------------------------------------|-------|--------------|-----------------------------------------------|------------|-----------------|----------------------------|
| Strategies                                                       | Codes | Target Group | Person(s) Responsible                         | Title I SW | Resources       | Timeline                   |
| 1 Use DMAC program to disaggregate data from common assessments. |       | Students     | Principal<br>Assistant Principal<br>Counselor |            | District Budget | September 2015 - June 2016 |

| Teachers                                                                                                                                                                                                 |       |                             |                                                                       |            |                        |                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------|-----------------------------------------------------------------------|------------|------------------------|--------------------------------------------|
| Strategies                                                                                                                                                                                               | Codes | Target Group                | Person(s) Responsible                                                 | Title I SW | Resources              | Timeline                                   |
|                                                                                                                                                                                                          |       |                             | Teachers                                                              |            |                        |                                            |
| 2 Teachers will discuss the challenge word of the day and how it is applicable in their subject area.                                                                                                    |       | Students                    | Teachers                                                              |            | None                   | August 2015-June 2016                      |
| 3 All core area instruction will be aligned with the TEKS.                                                                                                                                               |       | Students                    | Administrators                                                        |            | None                   | August 2015 - June 2015                    |
| 4 Staff development opportunities to support curriculum implementation.                                                                                                                                  |       | Teachers                    | Administrators                                                        |            | District Budget        | August 2015 - June 2016                    |
| 5 Staff Development--Learning Keys                                                                                                                                                                       |       | Teachers and Administrators | District Administration                                               |            | District Budget        | August 2015                                |
| 6 Professional Development--Use student performance data to determine staff development needs.                                                                                                           |       | Staff                       | Principal<br>Assistant Principal                                      |            | DMAC                   | August 2015 - June 2016                    |
| 7 RTI committee will meet to monitor student growth and determine tier placement.                                                                                                                        |       | All Students                | Principal<br>Assistant Principal<br>Counselor<br>Grade Level Teachers |            | DMAC<br>Eduphoria      | August 2015-June 2016<br>(Every Six Weeks) |
| 8 Students will be encouraged by teachers to read their AR books throughout the day.                                                                                                                     |       | All Students                | Teachers                                                              |            | None                   | September 2015- June 2016<br>(Daily)       |
| 9 Common planning period to collaborate with other teachers.                                                                                                                                             |       | All Students                | Principal<br>Teachers                                                 |            | Common planning period | August 2015-June 2016<br>(Weekly)          |
| 10 Teachers will submit a list of students who have zeroes in their classes. Students will be required to stay after school with a teacher to make up any assignments that they have received a zero on. |       | All Students                | Principal<br>Assistant Principal<br>Teachers                          |            | General/Grant Funds    | September 2015 - June 2016                 |
| 11 PD360                                                                                                                                                                                                 |       | All Students                | Principal<br>Teachers                                                 |            | District Funds         | September 2015-June 2016                   |
| 12 Teachers will discuss the question of the day which will be created from grade level TEKS.                                                                                                            |       | All Students                | Principal<br>Teachers                                                 |            | Budgeted Supplies      | September 2015 - June 2016                 |
| 13 Book study over The Fundamental 5                                                                                                                                                                     |       | All Students                | Principal<br>Teachers                                                 |            | Budgeted Supplies      | September 2015- January 2016               |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: Highly Qualified Staff

**District Priority:**

Qualified and highly effective personnel will be recruited, developed, and retained.

**Campus Performance Objective:**

To continue to meet the highly qualified requirement in all areas.

Opportunities and expectations for employees to continue developing their performance and leadership.

**Formative Evaluation:**

100% Highly Qualified Staff

| Students                                                                                                                                                         |       |              |                       |            |           |                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------|-----------------------|------------|-----------|------------------------|
| Strategies                                                                                                                                                       | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline               |
| 1 Utilize the elected site-base team and appointed members to assist in the interview process for highly qualified, culturally diverse, and effective employees. |       | Students     | Principal             |            | None      | August 2015-June 2016  |
| 2 Administrators will support teachers with classroom issues in order to retain and recruit highly qualified teachers.                                           |       | Students     | Principal             |            | None      | August 2015- June 2016 |

| Teachers                                                                                                                                                                                                       |       |                    |                                               |            |                      |                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------|-----------------------------------------------|------------|----------------------|----------------------------|
| Strategies                                                                                                                                                                                                     | Codes | Target Group       | Person(s) Responsible                         | Title I SW | Resources            | Timeline                   |
| 1 Analyze data from all teachers' certifications, staff development, and service records to ensure that all meet Highly Qualified status.                                                                      |       | Campus teachers    | Principal<br>Assistant Superintendent         |            | None                 | Fall 2015                  |
| 2 Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is Highly Qualified. |       | Campus teachers    | Administrators                                |            | None                 | August 2015- June 2016     |
| 3 Pay qualified high need teaching positions additional stipend of \$4000                                                                                                                                      |       | Qualified teachers | Director of Finance                           |            | Local/District funds | September 2015-August 2016 |
| 4 Continue to create an environment where teachers feel supported.                                                                                                                                             |       | Campus teachers    | Principal<br>Assistant Principal<br>Counselor |            | Activity Funds       | August 2015- June 2016     |

| Parents    |                                                                 |       |              |                                            |            |           |           |
|------------|-----------------------------------------------------------------|-------|--------------|--------------------------------------------|------------|-----------|-----------|
| Strategies |                                                                 | Codes | Target Group | Person(s) Responsible                      | Title I SW | Resources | Timeline  |
| 1          | Notify parents if a teacher does not meet High Qualified status |       | Parents      | Administrators<br>Assistant Superintendent |            |           | Fall 2015 |



## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus: School Climate

**District Priority:**

Provide a friendly, safe, and orderly environment conducive to learning for all students and staff.

**Campus Performance Objective:**

The school campus will maintain a safe and disciplined environment conducive to student learning.

**Formative Evaluation:**

Reduced number of discipline referrals.  
Increased academic performance.  
Improvement in the feel of the campus.

| Students                                                                                       |       |              |                                                       |            |                   |                                    |
|------------------------------------------------------------------------------------------------|-------|--------------|-------------------------------------------------------|------------|-------------------|------------------------------------|
| Strategies                                                                                     | Codes | Target Group | Person(s) Responsible                                 | Title I SW | Resources         | Timeline                           |
| 1 Continue to target bullying behaviors at MJHS.                                               |       | Students     | Principal<br>Assistant Principal<br>Counselor         |            | Budgeted supplies | August 2015 - June 2016<br>(Daily) |
| 2 Positive referral system                                                                     |       | Students     | Principal<br>Assistant Principal<br>Teachers          |            | None              | August 2015 - June 2016<br>(Daily) |
| 3 All teachers will post and teach classroom expectations.                                     |       | Students     | Principal<br>Assistant Principal<br>Teachers          |            | Budgeted supplies | August 24, 2015                    |
| 4 Student ID badges will be reinstated                                                         |       | Students     | Assistant Principal                                   |            | Local funds       | September 2015                     |
| 5 Provide incentives for positive behavior.                                                    |       | All Students | Principal<br>Grade level teachers                     |            | Activity funds    | September 2015-June 2016           |
| 6 Students will be greeted as they enter the building or leave the building by a staff member. |       | All Students | Principal<br>Assistant Principal<br>MJH Staff Members |            | None              | August 2015- June 2016<br>(Daily)  |
| 7 Students will be greeted by a teacher as they enter each classroom.                          |       | All Students | Grade level teachers                                  |            | None              | August 2015- June 2016<br>(Daily)  |

| Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                      |                                               |            |                   |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------|-----------------------------------------------|------------|-------------------|-------------------------------------|
| Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Codes | Target Group         | Person(s) Responsible                         | Title I SW | Resources         | Timeline                            |
| 1 Positive referral system                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       | Teachers<br>Students | Principal<br>Assistant Principal<br>Teachers  |            | None              | August 2015 - June 2016<br>(Daily)  |
| 2 Provide positive climate for teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       | Teachers             | Principal<br>Assistant Principal<br>Counselor |            | Activity Funds    | August 2015 - June 2016<br>(Daily)  |
| 3 Provide staff development training on student expectations and consistent enforcement of them.                                                                                                                                                                                                                                                                                                                                                                                               |       | All Teachers         | Principal                                     |            | None              | August 2015                         |
| 4 The principal will ensure that potential drop-out students receive counseling services and a documented exit interview with both the parent and student when they withdraw from school to enroll at another campus, to home school, or to enroll out of state. The school will follow-up with a phone call to the other district if no record request is received within one week. If a student is a "no show", the campus will find out where that student is and document the information. |       | Teachers<br>Students | Principal,<br>PEIMS Clerk<br>Counselor        |            | None              | August 2015 - June 2016<br>(Weekly) |
| 5 All teachers will post and teach classroom expectations                                                                                                                                                                                                                                                                                                                                                                                                                                      |       | Students             | Teachers<br>Principal<br>Assistant Principal  |            | Budgeted supplies | August 24, 2015                     |

| Parents                                                                                       |       |              |                                                              |            |                   |                         |
|-----------------------------------------------------------------------------------------------|-------|--------------|--------------------------------------------------------------|------------|-------------------|-------------------------|
| Strategies                                                                                    | Codes | Target Group | Person(s) Responsible                                        | Title I SW | Resources         | Timeline                |
| 1 Parents will receive a friendly greeting as they enter the building by an MJH staff member. |       | Parents      | Principal<br>MJH staff                                       |            | None              | August 2015 - June 2016 |
| 2 The campus will follow up with parents when students are absent.                            |       | Parents      | Principal<br>Assistant Principal<br>PEIMS Clerk<br>Counselor |            | None              | August 2015- June 2016  |
| 3 Classroom and School expectations will be communicated to parents.                          |       | Parents      | Principal<br>MJH Teachers                                    |            | Budgeted Supplies | August 2015- June 2016  |

| Parents                                                          |       |              |                                              |            |           |                         |
|------------------------------------------------------------------|-------|--------------|----------------------------------------------|------------|-----------|-------------------------|
| Strategies                                                       | Codes | Target Group | Person(s) Responsible                        | Title I SW | Resources | Timeline                |
|                                                                  |       |              |                                              |            |           |                         |
| 4 Invite parents to volunteer on campus in different capacities. |       | Parents      | Principal<br>Assistant Principal<br>Teachers |            | None      | August 2015 - June 2016 |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus:

District Priority:

Campus Performance Objective:

Formative Evaluation:

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Teachers   |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |
| Parents    |       |              |                       |            |           |          |
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |
|            |       |              |                       |            |           |          |

**\*2015-2016 Campus Improvement Plan for Mexia Junior High School**

**Area of Focus:**

**District Priority:**

**Campus Performance Objective:**

**Formative Evaluation:**

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Teachers   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

## 2015-2016 Campus Improvement Plan for Mexia Junior High School

### Area of Focus:

District Priority:

Campus Performance Objective:

Formative Evaluation:

| Students   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Teachers   |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

| Parents    |       |              |                       |            |           |          |
|------------|-------|--------------|-----------------------|------------|-----------|----------|
| Strategies | Codes | Target Group | Person(s) Responsible | Title I SW | Resources | Timeline |

### Legend for Codes

| Code | Plan                        | Indicates that the strategy addresses...                                                                                                                                                                                                                                |
|------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AR   | At-risk                     | the needs of students deemed “at-risk” of academic decline.                                                                                                                                                                                                             |
| CE   | Compensatory Education      | initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools. |
| PI   | Parent Involvement          | students’ need for support from home and/or the school’s use of volunteers.                                                                                                                                                                                             |
| SD   | Staff Development           | training needs of teachers and other staff.                                                                                                                                                                                                                             |
| T    | Technology                  | tools used to enhance instruction or to facilitate managerial tasks.                                                                                                                                                                                                    |
| T1   | Title I                     | federal mandates for school-wide Title I programs.                                                                                                                                                                                                                      |
| VP   | Violence Prevention         | prevention and intervention plans for improving student behavior.                                                                                                                                                                                                       |
| BP   | Bullying Prevention         | prevention of bullying behavior on the campus.                                                                                                                                                                                                                          |
| LEP  | Limited English Proficiency | the needs of students who have limited English proficiency.                                                                                                                                                                                                             |
| CCR  | College & Career Ready      | the development of a college going culture and instruction in the area of Career & Technology Education                                                                                                                                                                 |
| GT   | Gifted and Talented         | the needs of Gifted and Talented identified students.                                                                                                                                                                                                                   |
| IT   | Technology                  | the purchase, implementation and/or use of technology in an instructional setting                                                                                                                                                                                       |

## CIP PART II: ASSURANCE ADDENDUM

**Mexia Junior High School  
, Principal  
2015-2016 Campus Improvement Plan  
Mexia Independent School District**

### Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Mexia Junior High School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])                                                                                                                               |
|  | Completed a needs assessment which serves as the basis for the CIP.                                                                                                                                                                                                                                                                                                                                                                                       |
|  | Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction. |
|  | Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.                                                                                                                                                                                                                                                                                                    |
|  | Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.                                                                                                                                                                                                                                                                                                      |
|  | Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.                                                                                                                                                                                                                                                                                        |
|  | Included strategies for dropout prevention and reduction. (middle school and high school)                                                                                                                                                                                                                                                                                                                                                                 |
|  | Included strategies for improving student attendance.                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | Included strategies for improving the campus's completion rate. (high school)                                                                                                                                                                                                                                                                                                                                                                             |
|  | Provided for a program to encourage parental and community involvement at the campus.                                                                                                                                                                                                                                                                                                                                                                     |
|  | Included goals and methods for violence prevention and intervention on campus.                                                                                                                                                                                                                                                                                                                                                                            |
|  | Included strategies for addressing issues related to education about and prevention of dating violence. (high school)                                                                                                                                                                                                                                                                                                                                     |
|  | Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).                                                                                                                                                                                                                                                                           |
|  | Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.                                                                                                                                                                                                                                                                                                     |
|  | Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)                                                                                                                                              |
|  | Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.                                                                                                                                                                                                                                                |
|  | Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.                                                                                                                                                                                                                                                                                                                         |
|  | IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.                                                                                                                                                                                                                                                  |
|  | The use and implementation of Stimulus money will be monitored monthly.                                                                                                                                                                                                                                                                                                                                                                                   |



## CIP PART II: ASSURANCE ADDENDUM

### Section B

| Membership Composition of the Campus Performance Objectives Council |                                     |
|---------------------------------------------------------------------|-------------------------------------|
| Name of CPOC Member                                                 | Position                            |
| Thurman Brown                                                       | Chair-Principal                     |
| Annie Connor                                                        | Co-Chair- Assistant Principal       |
| Alisha Franklin                                                     | Non-Teaching Professional-Counselor |
| Dee Klosterman                                                      | Teacher                             |
| Joyce Carroll                                                       | Teacher                             |
| Julie Neal                                                          | Teacher                             |
| Eric Shamblin                                                       | Teacher                             |
| Lori York                                                           | Teacher                             |
| Jay Taylor                                                          | Teacher                             |
| Michelda Brown                                                      | Teacher                             |
| Israel Flores                                                       | Business Representative             |
| Jeanette Busby                                                      | Parent Representative               |
| Liliana Barco                                                       | Community Representative            |

| CPOC Meetings* for 2015-2016 |      |      |          |
|------------------------------|------|------|----------|
| #                            | Date | Time | Location |

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART II: ASSURANCE ADDENDUM

### Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

|  | Goal                                    | Description                                                                                                                                                                                                                        | Formative                                                                                                                                                    | Summative                                                                                                                                                              | Strategy                                                                                                                                                                 |
|--|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 1) TAKS Recognized or Exemplary         | For 2015-16, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.) | After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.                                 | TAKS results will be reviewed to determine if targets were met.                                                                                                        | Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.                   |
|  | 2) TAKS Commended Performance           | For 2015-16, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.                                                                                                  | After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.                                 | TAKS results will be reviewed to determine if targets were met.                                                                                                        | Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.                                                            |
|  | 3) Parent and Community Involvement     | For 2015-16, the percent of parents and community members attending VIPs meetings will increase by %.                                                                                                                              | At the end of the first semester, the percent of parents and community members attending VIPs meetings will be reviewed to determine progress.               | At the end of the school year, the percent of parents and community members attending VIPs meetings will be reviewed to determine if the objective was met.            | Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events. |
|  | 4) Violence Prevention and Intervention | For 2015-16, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.                                                                                                                                         | Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession. | At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession. | Implement and monitor the school wide safety and security plan.                                                                                                          |
|  | 5) Violence Prevention                  | For 2015-16, the discipline referrals for offenses will be reduced by % from the previous school year.                                                                                                                             | Each grading period the discipline referrals will be reviewed to determine the percent of referrals.                                                         | At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .                                                   | Implement and monitor the school-wide safety and security plan.                                                                                                          |
|  | 6) Special Education                    | For 2015-16, the percent of students meeting ARD expectations will be at or above %.                                                                                                                                               | Each grading period, students' progress on TEKS will be monitored and reviewed.                                                                              | Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.                            | Provide differentiated instruction to address learning needs of identified special needs students.                                                                       |

|  | Goal                                                    | Description                                                                                                              | Formative                                                                                                                                             | Summative                                                                                                                                                         | Strategy                                                                                                                                                                  |
|--|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 7) Highly Qualified Teacher                             | For 2015-16, the percent of highly qualified teachers in the core academic areas will be at %.                           | At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress. | At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.      | Confer with teachers to implement a plan to ensure that they meet highly qualified standards.                                                                             |
|  | 8) Secondary Drop-out Prevention                        | For 2015-16, the dropout rate will be % or less with no student group exceeding %.                                       | Each grading period, the documentation will be reviewed for students who have checked out of school.                                                  | The 2015-16 drop-out data will be reviewed as information becomes available.                                                                                      | Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.            |
|  | 9) High School AEIS – Ninth Graders                     | The percent of 2015-16 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %. | After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.                       | At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.            | Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.        |
|  | 10) Recommended High School Program                     | For 2015-16, the percent of students who graduate with RHSP will be at or above %.                                       | Each semester, prepare a list of students who have opted out of the RHSP program by grade level.                                                      | At the end of the school year, calculate the percent of students who graduated with the RHSP.                                                                     | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |
|  | 11) High School AEIS – Advanced Courses and Dual Credit | For 2015-16, the percent of students who have completed at least one advanced course will be at or above %.              | Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.                                          | At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.   | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |
|  | 12) High School AEIS – Advanced Placement Exams         | For 2015-16, the percent of students who take an AP exam will be at or above %.                                          | At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.           | At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met. | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |
|  | 13) High School AEIS – SAT/ACT Exams                    | For 2015-16, the percent of graduates who take SAT/ACT exams will be at or above %.                                      | After the first semester, the number of students taking the SAT-1 at least once will be reviewed.                                                     | At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.                                | Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs. |

|  | Goal                | Description                                                                                                    | Formative                                                                                                         | Summative                                                       | Strategy                                                                                                                                                  |
|--|---------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 14) High School CTE | For 2015-16, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) %. | After each SFA, the staff will review the results to determine progress in meeting established performance level. | TAKS results will be reviewed to determine if targets were met. | Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas. |

## CIP PART II: ASSURANCE ADDENDUM

### Section D

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|  | 1. <b>Comprehensive needs assessment</b> – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | 2. <b>School-wide reform strategies</b> – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts. |
|  | 3. <b>Instruction by highly qualified teachers</b> – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.                                                                                                                                                                                                                                                                                                                                   |
|  | 4. <b>High-quality and ongoing professional development</b> – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.                                                                                                                                                                                                                                                                                                                                         |
|  | 5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.                                                                                                                                                                                                                                                                                                  |
|  | 6. <b>Strategies to increase parental involvement</b> – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.                                                                                                                                                                                                                                                                                                                                                           |
|  | 7. <b>Transition from early childhood programs</b> – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | 8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.                                                                                                                                                                                                                                                                             |
|  | 9. <b>Effective, timely additional assistance</b> – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | 10. <b>Coordination and integration of federal, state, and local services and programs</b> – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.                                                                                                                                                                                                                                                                                                                                                                                                         |

## CIP PART II: ASSURANCE ADDENDUM

### Mexia Junior High School Mexia Independent School District Staff Development Plans 2015-2016

| Date                | Audience                                 | Responsible for Planning                 | Purpose/Content |
|---------------------|------------------------------------------|------------------------------------------|-----------------|
| August 2 & 3        | Leadership Conference                    | District Administrative Staff            |                 |
| August 10           | Teacher Leader Conference                | Secondary Curriculum Staff               |                 |
| August 12 & 13      | New Staff Orientation                    | District and Campus Administrative Staff |                 |
| <b>August 16</b>    | <b>**Elementary and Secondary Campus</b> | <b>Campus Administrative Staff</b>       |                 |
| <b>August 17</b>    | <b>**Elementary and Secondary Campus</b> | <b>Campus Administrative Staff</b>       |                 |
| <b>August 18</b>    | <b>**Secondary Campus</b>                | <b>Campus Administrative Staff</b>       |                 |
| August 18           | Elementary District (Cluster Groups 1-4) | Elementary Curriculum Staff              |                 |
| August 19           | Secondary District                       | Secondary Curriculum Staff               |                 |
| August 19           | Elementary District (Cluster Groups 5-8) | Elementary Curriculum Staff              |                 |
| <b>August 20</b>    | <b>**Elementary and Secondary Campus</b> | <b>Campus Administrative Staff</b>       |                 |
| October 11          | Elementary Parent Conferences            | Campus Administrative Staff              |                 |
| October 11          | Secondary District                       | Secondary Curriculum Staff               |                 |
| January 3           | Elementary District                      | Elementary Curriculum Staff              |                 |
| <b>January 3</b>    | <b>**Secondary Campus</b>                | <b>Campus Administrative Staff</b>       |                 |
| <b>January 4</b>    | <b>**Elementary and Secondary Campus</b> | <b>Campus Administrative Staff</b>       |                 |
| <b>*February 21</b> | <b>Elementary and Secondary Campus</b>   | <b>Campus Administrative Staff</b>       |                 |
| <b>*June 2</b>      | <b>Elementary and Secondary Campus</b>   | <b>Campus Administrative Staff</b>       |                 |

\*\* The following dates have been identified as inclement weather days: December 20 and 21, 2010; February 21, 2011; and June 2, 2011.  
These dates MAY NOT BE USED AS CAMPUS TIME EQUIVALENCY.

\*\* A campus may choose a maximum of two Campus Time Equivalency days.  
No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.